VALUES MATTER

Changing the Culture of Education

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WHAT DO YOU VALUE?
“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”
The Value of Stakeholder Engagement
Identify key groups of stakeholders at all levels.

ADMINISTRATION
- SCHOOL BOARD
- DISTRICT OFFICE
- SUPERINTENDENT
- PRINCIPALS

COMMUNITY
- PARENTS / FAMILIES
- BUSINESS COMMUNITY
- GOVERNMENT AGENCIES
- ALUMNI

SCHOOL
- TEACHERS
- STUDENTS
- EDUCATIONAL SUPPORT PROFESSIONALS
WHAT DO YOU VALUE?

- Educational excellence
- Well-rounded students
- High expectations
- Motivated staff
- Unique opportunities for students
- Global thinkers/technology
- College readiness/prep
- Independent, critical thinkers
- Innovative
- Facilities/environment/atmosphere matter
• Are we doing what we say is important?
• Are we funding that which we value?
• Do we talk about our values?
• Does the staff know our values?
• Does the community know our values?
• Do our values match those of the community?
it’s not hard to make decisions once you know what your VALUES are.

-roy e. disney-
Goal Setting
Taking the information from the stakeholders and turning them into district wide goals.

1. All students of the Westhill Central School District will learn in a **supportive district culture** and **climate that fosters a love of learning** while providing innovative **educational opportunities in programs that inspire creative, self-motivated, confident, and resilient learners** who take pride in their work.

2. All students of the Westhill Central School District will experience a **comprehensive educational program** that is **meaningful, collaborative, and purposeful**, designed to promote **persistent, curious, and self-disciplined learners**.

3. All students of the Westhill Central School District shall be **engaged in inquiry-based instructional practice** that **encourages collaboration, risk-taking, and critical thinking** with demonstrated evidence.
VALUES IMPACT INSTRUCTION
WHAT DOES LEARNING LOOK LIKE?
Student Engagement Levels
2015 Gallup Student Poll

74%  G.R.A.D.E. 5

32%  G.R.A.D.E. 11

*Adapted from Gallup Student Poll ‘Engaged for Today, Ready for Tomorrow’, Fall 2015
The Learning Pyramid
Understanding retention levels at various degrees of activities.

*Adapted from National Training Laboratories. Bethel, Maine
Student-Centered Learning
Setting students up for success in college and beyond.

*Adapted from gettingsmart.com*
Learning Should Look Like This

“We will not compromise creative, innovative, caring, and meaningful education.”
VALUES IMPACT BUILT ENVIRONMENT
LEARNING SPACES SHOULD REFLECT THE VALUES
Modernization does not necessarily lead to change.

“Changing the environment of the classroom is not going to change the fact our education system and way of learning is corrupt.”
“THE EXISTENCE OF LEARNING COMMUNITIES PROBABLY PREDATES CIVILIZATION. AS WE EMBARK ON OUR GREAT ADVENTURE INTO THE INFOSPHERE OF CYBERSPACE, WE CAN FIND GUIDEPOSTS IN THE PRIMORDIAL OOZE OF CONSCIOUSNESS”

Dr. David Thornburg
‘CAMPFIRES IN CYBERSPACE’ PUBLISHED JANUARY 1999
CAMPFIRE
CAVE
WATERING HOLE
LIFE

MYTHIC NOTIONS

PROF. DAVID D. THORNBURG
‘CAMPFIRES IN CYBERSPACE’ PUBLISHED JANUARY 1999
Create Space for Varying Learning Techniques

Providing a variety of learning environments creates opportunities for the learner as an individual to explore varying learning techniques.

01 Direct Instruction
02 Conversational Learning
03 Reflective Learning
04 Experiential Learning
WESTHILL HIGH SCHOOL
Westhill High School *(Before Renovation)*
Westhill Central School District | Syracuse, New York
Westhill High School *(Constructed in 1962)*
Westhill Central School District | Syracuse, New York
Westhill High School *(Before Renovation)*
Westhill Central School District | Syracuse, New York
Project Goal
A tool used to turn stakeholder values into guiding principles for a project.

To change the culture of education in a way that encourages student-centered learning so that students will become confident, resilient, and self-disciplined learners.
Westhill High School
Pre-Design Goal: Study how students and teachers move in their current environment
Westhill High School

Pre-Design Goal: Study how to organize space and programmatic requirements.
Westhill High School
Goal: Encourage students and teachers to move and interact with their environment differently.
Westhill High School

Goal: Create a collaborative culture that encourages student-centered learning.
Collaboration Zones

Break-out space within science rooms to allow for long term experimentation and collaboration.
Creating visual connection to learning.
Collaborative Corridor

Providing opportunities for continued conversations outside of the classroom.
POST OCCUPANCY EVALUATIONS
Goal Setting vs. Reality
Taking the information from the stakeholders and turning them into district wide goals.

DISTRICT GOALS

All students of the Westhill Central School District will learn in a supportive district culture and climate that fosters a love of learning while providing innovative educational opportunities in programs that inspire creative, self-motivated, confident, and resilient learners who take pride in their work.

All students of the Westhill Central School District will experience a comprehensive educational program that is meaningful, collaborative, and purposeful, designed to promote persistent, curious, and self-disciplined learners.

All students of the Westhill Central School District shall be engaged in inquiry-based instructional practice that encourages collaboration, risk-taking, and critical thinking with demonstrated evidence.

PROJECT GOALS

To change the culture education in a way that encourages student-centered learning so that students will become confident, resilient, and self-disciplined learners.
Post Occupancy Evaluations
Identifying the goals and desired feedback for post-occupancy evaluations.

Timeline
- Short Term (0-12 Months)
- Intermediate (12-18 Months)
- Long Term (2-5 years)

Topics & Tools
- Space | Furniture | Systems
- Surveys | Observations | Workshops

Stakeholders
- Administrators | Teachers | Students

POST- OCCUPANCY EVALUATIONS

Administer POE

Analyze Results
Evaluating the feedback and understanding shortcomings and opportunities.

Action Plan
Plan for modifications. Inform stakeholders of findings.

Future Opportunities

Building Occupancy
Encouraging Student-Centered Education

Students respond with their perspective on how student-centered instruction is encouraged on the third floor.

- **Instruction**: 84%
- **Classroom Design**: 87%
- **Third Floor Design**: 94%
UNDERSTANDING THE IMPACT OF STUDENT-CENTERED EDUCATION
The Value of Encouraging Student-Centered Education

Students respond with their perspective on how their skillsets increased with encouraged student-centered instruction on the third floor.

- **Engagement**: +51%
- **Collaboration**: +70%
- **Confidence**: +27%
The Value of Encouraging Student-Centered Education

Students respond with their perspective on how their skillsets increased with encouraged student-centered instruction on the third floor.

- Risk Taking: +23%
- Self-Motivation: +30%
- Critical Thinking: +29%
FUTURE OPPORTUNITIES
PHASE TWO

RENOVATION OF FIRST AND SECOND FLOORS INCLUDING

• CONTINUED EMPHASIS ON ENCOURAGING COLLABORATIVE CULTURE OF STUDENT-CENTERED EDUCATION

• RE-IMAGINATION OF MEDIA CENTER AS ‘HEART OF THE SCHOOL’

• PROFESSIONAL SPACE FOR TEACHERS
Cross-Disciplinary Learning

Teachers were surveyed on how often cross-disciplinary learning implemented. Students were surveyed on how often similar content is taught in different classes.
The Media Center: ‘Heart of the School’

Teachers were surveyed: “How often do you visit the library per school year with your class?”

- 30% Never
- 27% Once Every 6 Months
- 18% Once a Year
Shifting from teacher lounges to professional workspaces.
THANK YOU!
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